2:1 Model of Clinical Education

Professional Issues and Skill Development I
Suzy L. Cornbleet, PT, DPT & Tammy Burlis, PT, DPT, CCS
Individualistic Model

Figure 1—Individualistic Model
Split Placement Model
Collaborative Model
Collaborative Model (2:1)

- Each student is responsible for his own caseload but encouraged to consult with each other
- Consultation includes:
  - Asking for a second opinion
  - Assisting in problem solving on a case
  - Sharing something of interest
Collaborative Model (2:1)

- Decreased reliance on CI to answer all questions
- Important that CI gives up entire case load between the 2 students
- Equal division of labor – If sharing pt:
  - One student assigned to lead, the other to assist and critique for peer assessment
  - Switch roles for next shared pt.
5 Elements of Collaborative Learning (Johnson et al, 1986)

- Positive interdependence
- Face-to-face promotive interaction
- Individual accountability/personal responsibility
- Collaborative skills
- Group processing
Advantages of Collaborative Model

- Peer support & feedback from peers; less threatening environment
- Team work & communication skills
- Increased clinical placements
- Improved patient care (Declute & Ladyshewsky, 1993; Deusinger, 1993)
- Brainstorming & increased learning
- CI used more as a resource
- Increased productivity for site
- Increase student exposure to more patients

Zavadak et al, 1995
Potential Pitfalls of Collaborative Model

- Comparing performance of students
- Student competition
- Personality conflicts within the team
- Difference in competence levels of students
- Shortage of patients
- Increased documentation
- Students not in same location
- Students on first rotation
- CI’s reluctance to give up patients
- Confusing students with each other
Strategies for Avoiding Problems

- Comparing performance of students:
  - Set individual expectations
  - Knowledge of student’s past experience
  - Open communication
  - Complete evals at different times
  - Daily logs
  - Awareness of learning styles
Strategies for Avoiding Problems

- Student competition:
  - Stress concept of “collaboration”
  - Critique strong points as well as weaknesses
  - Team approach – open communication
  - Feedback away from patients
  - Ground rules for access to CI
Strategies for Avoiding Problems

- **Personality conflicts:**
  - Set expectations regarding communication from the start
  - Decide when to provide feedback to each student
  - Require both individual and group meetings
  - Use Myer-Briggs
Strategies for Avoiding Problems

- Difference in competence levels of students:
  - May not always be negative factor
  - Provide for successful experiences for each
  - Separate meeting times
  - CI spends as much time with stronger student as weaker
Strategies for Avoiding Problems

- Shortage of patients:
  - Observe other disciplines
  - Extend treatment times
  - Do more research
  - Role-playing/practicing with each other
  - Work in other areas – i.e., administration
  - Develop a project
Strategies for Avoiding Problems

- Increased documentation:
  - Be familiar with evaluation form
  - Daily logs with system of coding
  - Use paperwork time
  - Should have more free time if giving up entire caseload
Strategies for Avoiding Problems

- Students not in same location:
  - Designate another PT to supervise
  - Take both students initially – only allow separation when confident in student’s skills
Strategies for Avoiding Problems

- Students on their first rotation:
  - Assign some familiar diagnoses
  - Set daily treatment priorities
  - Set weekly goals
Strategies for Avoiding Problems

- CI’s reluctance to give up patients:
  - ACCE/CCCE needs to educate CI & students regarding roles
  - Offer assist for difficult patients
  - Realize CI is ultimately still responsible for all patients
Strategies for Avoiding Problems

- Confusing students with each other:
  - Take notes on discussions with each student
  - Daily logs/weekly logs
  - Pay close attention and document individual students strengths/weaknesses
  - Use shared patients for team meetings
  - Name tags!
Characteristics of CI & Students

- CI characteristics:
  - Ability to deal with time constraints
  - Ability to deal with high responsibility for pt care & pt safety
  - Flexible, relaxed, open, experienced

- Student characteristics:
  - Same knowledge & skill level
  - Average or above avg students
  - Not first-affiliation students
  - Compatible, noncompetitive

Triggs Nemshick & Shepard, 1996